



Ontario Secondary School Literacy Test

**Released 2009 OSSLT
Item-Specific Rubric and Sample
Student Responses with Annotations**

Scoring Guide for Reading Open-Response

Section I News Report Question 6

Q6: Explain whether this archaeological find settles the historical question about who invented pasta. Use specific details from the selection and your own ideas to support your answer.

Code	Descriptor
Blank	<u>Blank</u> : nothing written or drawn in the lined space provided.
Illegible	An <u>illegible</u> response cannot be read. An <u>inappropriate</u> response comments on the task (e.g., I don't care.).
Off topic/ Incorrect	A typical <u>off-topic</u> and <u>incorrect</u> response <ul style="list-style-type: none"> provides an <u>incorrect answer</u> based on a misunderstanding of <ul style="list-style-type: none"> the question OR the reading selection <u>restates the question</u>. provides support/reason/explanation not <u>consistent with the reading selection</u> <u>comments on the topic</u> of the selection.
10	Response attempts to answer the question of whether or not this archaeological find settles the historical question about who invented pasta by providing <ul style="list-style-type: none"> <u>no opinion</u> OR <u>no support</u> to explain the opinion OR <u>supports the opinion</u> with irrelevant reason/information from the from the selection and/or own ideas
20	Response provides an opinion as to whether or not this archaeological find settles the historical question about who invented pasta that is consistent with the information in the reading selection, but <u>provides vague support</u> to explain the opinion. The response usually requires the reader to make the connection between the support and what it is intended to prove.
30	Response provides an opinion as to whether or not this archaeological find settles the historical question about who invented pasta and uses <u>specific and relevant support</u> from the selection to <u>clearly explain</u> the opinion.

Scoring Guide for Reading Open-Response
Section I News Report Question 6

Code
10

- 6 Explain whether this archaeological find settles the historical question about who invented pasta. Use specific details from the selection and your own ideas to support your answer.

I don't think this archaeological
found the settles of the historical question
because I think ~~that~~ that pasta
was discovered in Italy.

Annotation:

This response attempts to answer the question by stating an opinion (“*I don’t think this archaeological found the settles of the historical question*”) but supports this opinion with another statement of opinion (“*because I think that pasta was discovered in Italy*”), not with details from the selection.

Scoring Guide for Reading Open-Response
Section I News Report Question 6

Code
20

- 6 Explain whether this archaeological find settles the historical question about who invented pasta. Use specific details from the selection and your own ideas to support your answer.

It is hard to determine the answer of this argument. The discovery of ancient noodles in ~~China~~ China, helps to support them. But if the Italian records can be proven true and legitimate, the Italians have ~~the~~ the victory if not then the Chinese.

Annotation:

This response provides an opinion ("It is hard to determine the answer") with vague support ("the discovery of ancient noodles in China helps to support them. But if the Italian records can be proven true and legitimate, the Italians have the victory if not then the Chinese").

Scoring Guide for Reading Open-Response
Section I News Report Question 6

Code
30

- 6 Explain whether this ~~archaeological find settles the historical question about who invented pasta~~. Use ~~specific details~~ from the selection and your own ideas to support your answer.

This archaeological find ~~data~~ settles the historical question about who invented pasta. Before archaeologists found the ^{4000 year old} noodles, the only evidence was from ancient menus, personal accounts, and written documents. The fact that the noodles were 4000 years old, and Marco Polo didn't bring noodles to Italy until the 13th ~~12th~~ century proves that noodles were ~~first~~ invented by the Chinese.

Annotation:

The response provides an opinion (“*This archeological find settles the historical question*”) and uses specific and relevant information from the selection (references to evidence and to Marco Polo) to support the opinion.

Scoring Guide for Short Writing Topic Development

Section III Short Writing

Writing Prompt: Explain why it is important to learn about other cultures. Use specific details to support your answer.

Code	Descriptor
Blank	<u>Blank</u> : nothing written or drawn in the lined space provided
Illegible	An <u>illegible</u> response cannot be read. An <u>inappropriate</u> response comments on the task (e.g., I don't know.).
Off topic	A typical <u>off-topic</u> response <ul style="list-style-type: none"> • <u>does not identify</u> an opinion in relation to the question OR <ul style="list-style-type: none"> • <u>is not specific</u> to the question OR <ul style="list-style-type: none"> • <u>comments on the topic</u> of the question.
Code 10	Response provides at least one reason as to why it is important to learn about other cultures, but <ul style="list-style-type: none"> • <u>does not provide an explanation</u> of the reason OR <ul style="list-style-type: none"> • the explanation of the reason is <u>irrelevant</u> OR <ul style="list-style-type: none"> • the explanation of the reason is <u>not unique</u> to the situation.
Code 20	Response provides at least one reason, but the explanation is <u>vague</u> . The response usually requires the reader to make the connection between the main idea and the support.
Code 30	Response <u>clearly explains</u> at least one reason as to why it is important to learn about other cultures by providing <u>specific and relevant details</u> as support.

Scoring Guide for Short Writing Topic Development
Section III Short Writing

Code
10

Explain why it is important to learn about other cultures. Use specific details to support your answer.

It is important to learn about other cultures because then people can better understand other people.

Annotation:

This response provides a reason why it is important to learn about other cultures ("*people can better understand other people*") but does not provide an explanation of the reason.

Scoring Guide for Short Writing Topic Development
Section III Short Writing

Code
20

Explain why it is important to learn about other cultures. Use specific details to support your answer.

I believe it is important to learn about other cultures because it would give you a better outlook on life, and on the world. Knowing different things that people had to do for themselves or their country helps make who you are, and changes what you do and how you act.

Annotation:

This response provides a reason ("it would give you a better outlook on life, and on the world"). The explanation of this reason is vague ("Knowing different things...helps make who you are, and changes what you do and how you act").

Scoring Guide for Short Writing Topic Development
Section III Short Writing

Code
30

| Explain why it is important to learn about other cultures. Use specific details to support your answer.

It is important to learn about other cultures because it creates a sense of understanding to the world around us. If a person saw a girl wearing a hijab, they might think it is strange, unless they had studied Muslim culture, & understood the hijab's purpose.

Annotation:

This response provides a reason (*"it creates a sense of understanding to the world"*) which is supported by a specific and relevant explanation (*"If a person saw a girl wearing a hijab, they might think it is strange, unless they had studied Muslim culture, & understood the hijab's purpose"*).

Scoring Guide for Short Writing Conventions

Section III Short Writing

Writing Prompt: Explain why it is important to learn about other cultures. Use specific details to support your answer.

Code	Use of Conventions
Code 10	<ul style="list-style-type: none">errors in conventions distract from communication
Code 20	<ul style="list-style-type: none">errors in conventions do not distract from communication

Scoring Guide for Short Writing Conventions
Section III Short Writing

Code
10

Explain why it is important to learn about other cultures. Use specific details to support your answer.

It is important to learn about other cultures
because gives new ideas and live a community
that can speak and do each others culture.
To make a new culture from someone
else.

Annotation:

Sentence structure error (fragment), missing words, missing apostrophe ("*others*") and awkward usage and expression ("*and live a community that can speak and do each others cultures*") distract from communication.

Scoring Guide for Short Writing Conventions
Section III Short Writing

Code
20

Explain why it is important to learn about other cultures. Use specific details to support your answer.

It is important to learn about other cultures because for our world to run peacefully we need to understand people, and part of peoples lives are their culture. Studying different cultures also gets people talking and opens societies eyes to new things.

Annotation:

Errors in conventions ("peoples lives", "societies eyes") do not distract from communication.

Scoring Guide for Long Writing Topic Development

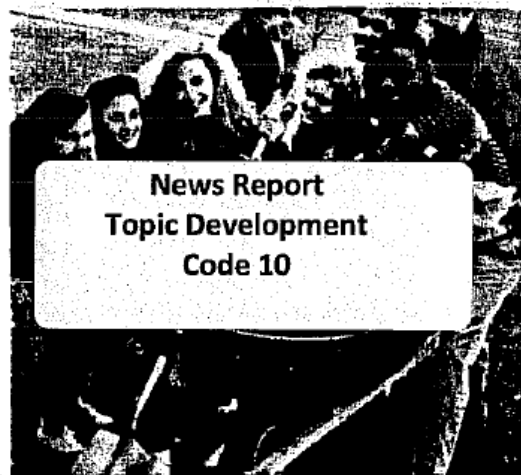
Section IV News Report Question 1

Code	Descriptor
Blank	The page is blank with nothing written or drawn in the space provided.
Illegible	The response is illegible or irrelevant to the prompt.
Off topic	The response is off topic.
Code 10	<p>The response is related to headline and/or photo but is not a news report.</p> <p>OR</p> <p>The response is a news report related to the headline and/or photo. It identifies an event, but provides no supporting details, or provides details that are unrelated to the event. There is no evidence of organization.</p>
Code 20	<p>The response is related to headline and/or photo but only partly in the form of a news report.</p> <p>OR</p> <p>The response is a news report related to the headline and/or photo, but the focus on an event is unclear or inconsistent. There are insufficient supporting details: too few or repetitious. There is limited evidence of organization.</p>
Code 30	The response is a news report related to the headline and photo with a clear focus on an event. There are insufficient and/or vague supporting details or the connection of the details to the event is not always clear. There is evidence of organization, but lapses distract from the overall communication.
Code 40	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient supporting details, however, only some are specific. The organization is mechanical and any lapses do not distract from the overall communication.
Code 50	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient specific supporting details to develop the news report. The organization is logical.
Code 60	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient specific supporting details, which are thoughtfully chosen to develop the news report. The organization is coherent demonstrating a thoughtful progression of ideas.

Scoring Guide for Long Writing Topic Development
Section IV News Report Question 1

Code
10

Student volunteers that improve school grounds care about the place they live in. Student volunteers who improve the school grounds want the place they live in healthy to the environment. In this picture are students in the spring planting trees. They realize that trees are a valuable resource to man and the environment. Students want you to keep the environment healthy. You ask how? You can keep the environment healthy by recycling, composting, and picking up garbage in your community. Together we can make a difference.



Annotation:

The response is related to headline but is not a news report. It is an editorial expressing an opinion.

Scoring Guide for Long Writing Topic Development
Section IV News Report Question 1

Code
20

(News reporter name of student)

(Toronto ON Date April/02/09)

Every Spring students

Volunteer to clean and put

Put little trees around their school.

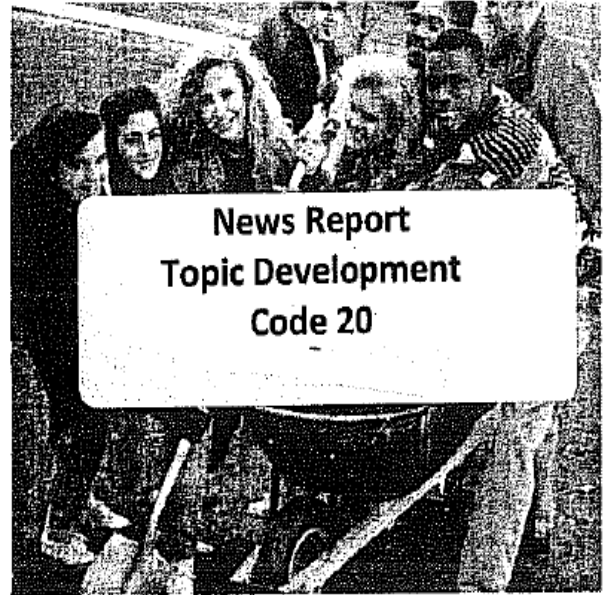
Students volunteers to clean

their school grounds, because

they believe that by improving

the school area, people will be protected from germs.

After they clean they put trees.



Annotation:

There are insufficient supporting details.

Limited evidence of organization is shown in the use of "because" to link the action to an explanation, and the use of "After" to describe the sequence of events.

Scoring Guide for Long Writing Topic Development
Section IV News Report Question 1

Code
30

April 2nd 2009, Students gather
at [name of school] secondary
school. These students are
members of the
environmental club here,
They have gathered here
to plant trees and
help to clean up
their school. This club has made a
great impact on [name of school] often
people volunteer to help this club out.
The students from [name of school] try
their best to keep the school
in good shape.



Annotation:

The response has a clear focus on an event (gathered here to plant trees...). Supporting details are insufficient and vague ("made a great impact"). Lapses distract. The focus shifts between the club and the students' activities.

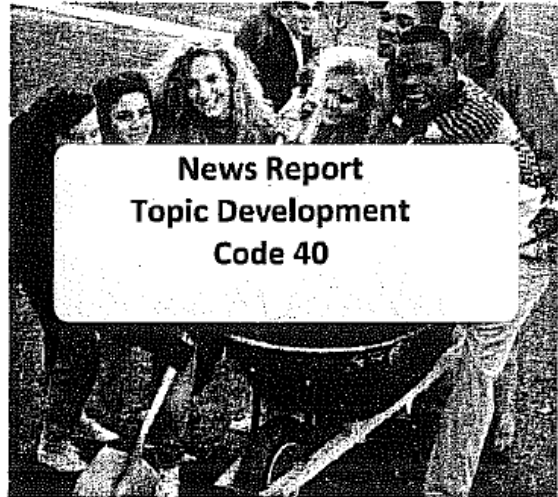
Scoring Guide for Long Writing Topic Development
Section IV News Report Question 1

Code
40

Last Saturday Students
from [name of school]
High School's "Go Green"
club volunteered their day
to help clean up the
school property.

These students spent
6 hours of their Saturday
picking up garbage, cleaning off graffiti, and all-
in-all doing their best to make their contribution
to not only their school, but to Mother Nature.

The "Go-Green" Club at [name of school] has
spent many weekends willingly cleaning parks, forests,
rivers, and roads free of all of their litter. These
students continue to do their part and encourage
you to do yours, because when we all work
together towards a greater good everyone wins!



Annotation:

There is a clear and consistent focus on an event (clean up the school property).
There are sufficient supporting details. Some are specific (name of school, Go Green Club, 6 hours of their Saturday, cleaning off graffiti).

Scoring Guide for Long Writing Topic Development
Section IV News Report Question 1

Code
50

On November 18, students of [redacted] all worked together to make their school a better place to learn and see.

It was cold but the students did not care. They were all pumped and ready to make their school easy on their

eyes. They all woke up at 7:30 in the morning on a Saturday to plant flower and trees in the front of their school. The students also picked up garbage that day. They all did this not only for the school, but also for community service hours.

A student of [redacted] said, "I do not care about the cold or if it is early in the morning. I am doing this for myself, my peers, my community, and my school."

The students later finished the job and they did such a great job that they were rewarded with a pizza party and a free day of fun on Monday.

"I do not know what to say. Our school is beautiful and it is all thanks to these kids," said Mrs.

[redacted] name

of

[redacted] name of school



End of Section E. Continue to Section F.

Annotation:

There is a clear and consistent focus on an event.

There are sufficient and specific supporting details (November 18, Sir Winston Churchill, up at 7:30 on a Saturday morning, plant flowers in the front of the school, pizza party on Monday, Mrs. Flannery) that develop the focus of the news report. Quotations from two perspectives develop ideas.

Organization is logical (chronological).

Scoring Guide for Long Writing Topic Development

Section IV News Report Question 1

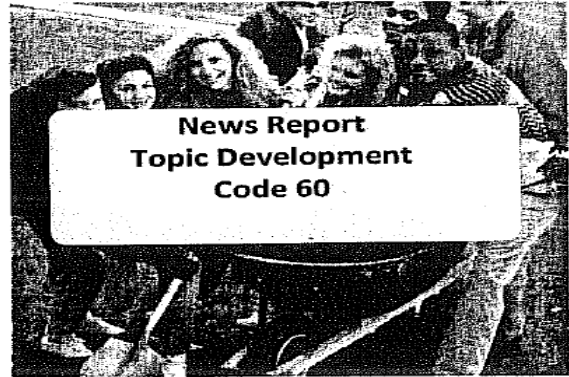
Code
60

Last week, students at name of school Secondary school collaborated with the environmental club to improve the school grounds by planting trees, making a garden, and picking up litter.

"Not only do trees benefit our environment," says student volunteer Jessie name "but they also improve the visual quality of our school!" Indeed, the area high school does look rejuvenated, alike the sense of community spirit. John's Nursery donated eight trees for this project, and Mary's Garden Supply donated soil and flower seeds.

"I was surprised to have so many donations and student volunteers," says environmental club leader Sam name, "It's amazing to know we have this community support and a keen sense of environmental awareness."

The benefits of this project do not end at environmentally friendly. The school also had a fundraiser, where every student would bring in a dollar for every tree planted. The funds raised are to go towards the environmental rehabilitation of old quarries in Ontario. Also, the aesthetic quality of the school will be enhanced for years to come. The formation of a new club, "The litter pickers", has also sprouted from this project's seed. It seems as if the benefits are endless. name S principal, Mr. name, is extremely proud of his students, gushing, "If we can make a yearly event out of this, I'd be very supportive. The students have shown their concern for the community and the environment."



Annotation:

There is a clear and consistent focus on an event.

Sufficient specific supporting details (name of school, names of students, principal, businesses, donated eight trees, rehabilitation of old quarries, The litter pickers) are thoughtfully chosen to develop the news report (fundraiser, formation of new club "sprouted from this project's seed").

Organization is coherent. Ideas are linked with clear transitions (e.g., community spirit connects to donations which connects back to community support). Quotations are effectively placed. Final quotation is an effective conclusion, connecting the report's three main ideas: school, community and the environment.

Scoring Guide for Long Writing Conventions
Section IV News Report Question 1

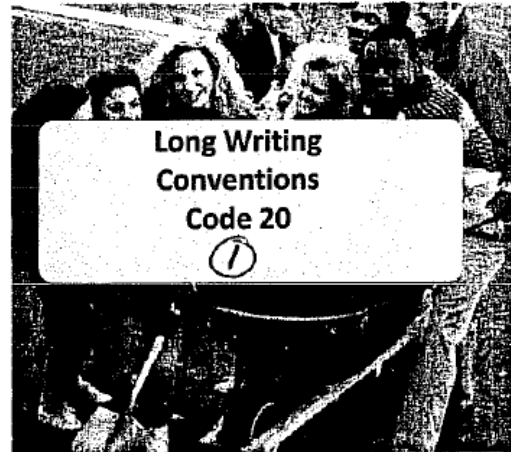
Code	Descriptor
Code 10	There is insufficient evidence to assess the use of conventions. OR Errors in conventions interfere with communication.
Code 20	Errors in conventions distract from communication.
Code 30	Errors in conventions do not distract from communication.
Code 40	Control of conventions is evident in written work.

Scoring Guide for Long Writing Conventions
Section IV News Report Question 1

Code
20

Student volunteers improve school grounds

Yesterday students took the time to make that school yard green again. The school was in ruff shape in need of Attention due to money issues the school couldnt aford to pay to get it fixed. A bunch of students gathered up on Saturday at school to make it look again. these students were thanked and congratulated in front of the whole school.



Annotation:

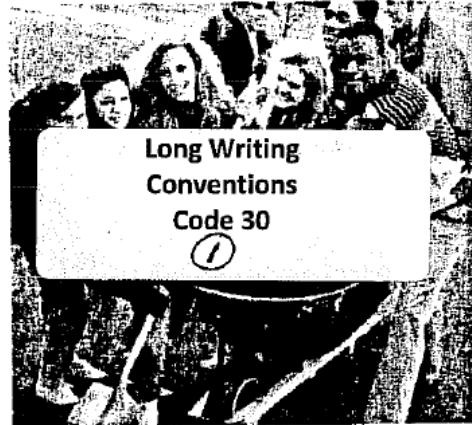
Errors distract from communication: e.g., spelling: "ruff", "aford", "gatherd"; capitalization: "Attention", capital needed on "the school" and "these students"; missing words; sentence punctuation; missing apostrophe: "couldn't".

Scoring Guide for Long Writing Conventions
Section IV News Report Question 1

Code
30

Student volunteers improve school grounds

At Saint Paul highschool on March 31st almost half the school partaked in cleaning up the school grounds. This was a part of a project that David Suzuki put out to all schools in Ontario yesterday and Saint Paul was the first school to step in.



The kids started by cleaning up the all the ~~garbage~~ garbage on the school grounds, next they planted about 75 new trees in front and behind the school, and they also fixed up all the pathways leading around the outsid of the school. This was just another step some of these students have made to better are community.

After the kids were done they all went into the gym where they were congratulated by David Suzuki himself, who then thanked them and asked if they could spread the word about cleaning up there communities. Many of thoughs kid will remember that day and it was a very great learning experiance for all.

Annotation:

Errors in conventions ("partaked", comma splice, "outsid", "are" for our, "congradulated", "thoughts kid") do not distract from communication.

Scoring Guide for Long Writing Conventions
Section IV News Report Question 1

Code
40

Student volunteers improve school grounds

The F.D.S.S. school was subject to a fantastic makeover yesterday by local students.

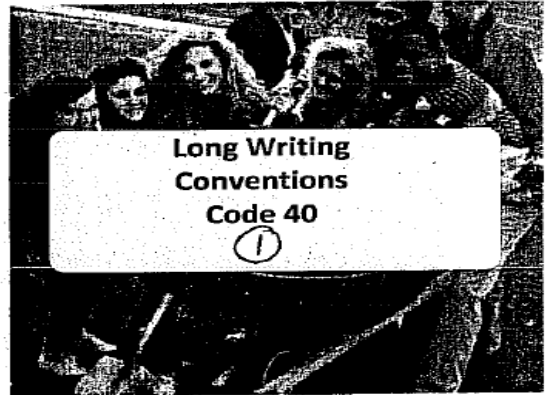
Nine students from all grades of the school decided it was time for a change to the appearance of the school grounds. The cold weather did not deter these brave young people.

Equipped with only a wheelbarrow, shovel and their own hands, these students tackled the flowerbeds and trees within the school grounds. Two hundred dollars was given to the students to buy peat moss and top soil.

"I believe the students who took time out of their day to help our school deserve an applause," a proud principal declared at an assembly. The principal, Troy McGilver, presented the students with badges to honour their service.

"Awesome! I almost have all my community service hours now!" an excited volunteer yelled to his friends. Students at this school know that forty hours of service is needed to acquire their high school diploma.

This makeover comes at a time when the school has been cash-strapped due to tough economic times. Nine students decided to help out.



End of Section E. Continue to Section F.

Annotation:

Control of conventions is evident in consistent and accurate use of end punctuation (period, exclamation mark), the comma, quotation marks, capitalization and spelling.

Scoring Guide for Reading Open-Response Section V Information Paragraph - Question 7

Q7: Summarize this selection. Include a main idea and one detail that supports it.

Code	Descriptor
Blank	<u>Blank</u> : nothing written or drawn in the lined space provided.
Illegible	An <u>illegible</u> response cannot be read. An <u>inappropriate</u> response comments on the task (e.g., I don't know how to write a summary.).
Off topic/ Incorrect	A typical <u>off-topic</u> and <u>incorrect</u> response <ul style="list-style-type: none"> provides <u>an incorrect answer based on a misunderstanding of</u> <ul style="list-style-type: none"> the question <p>OR</p> <ul style="list-style-type: none"> the ideas in the reading selection. provides <u>information not in the reading selection</u>.
Code 10	Response answers <u>only part of the question</u> . The response provides <ul style="list-style-type: none"> <u>only a main idea</u> (e.g., The Canadian Museum of Civilization tells a lot about Canadian history.) <p>OR</p> <ul style="list-style-type: none"> one or more <u>supporting details only</u> (e.g., The museum contains aboriginal artifacts.) <p>OR</p> <ul style="list-style-type: none"> a main idea with an <u>irrelevant or unconnected supporting detail</u>.
Code 20	Response provides a <u>correct main idea</u> , and one or more <u>vague details</u> from the reading selection to support it. The response usually requires the reader to make the connection between the supporting detail and the main idea.
Code 30	Response provides a <u>correct main idea</u> and one or more <u>specific and relevant details</u> from the reading selection as support for it.

Scoring Guide for Reading Open-Response
Section V Information Paragraph - Question 7

Code
10

- 7** Summarize this selection. Include a main idea and one detail that supports it.

This selection main idea was the
Museum of Civilization, I know this
because all of the ideas in
the story are related
to the museum for example "It is
one of the most visited museums in the world."

Annotation:

This response provides a correct main idea only ("It is one of the most visited museums in the world.").

**Scoring Guide for Reading Open-Response
Section V Information Paragraph - Question 7**

**Code
20**

7 Summarize this selection. Include a main idea and one detail that supports it.

The museum is there to attract visitors and to learn more about Canadian heritage. There are lots of artifacts for people to see and to get a better idea of what Canadian heritage is.

Annotation:

This response provides a correct main idea ("learn more about Canadian heritage") which is supported with vague details from the selection ("lots of artifacts for people to see and to get a better idea of what Canadian heritage is").

Scoring Guide for Reading Open-Response
Section V Information Paragraph - Question 7

Code
30

7 Summarize this selection. Include a main idea and one detail that supports it.

The CMC's 150th birthday was celebrated in 2006 for its preservation and presentation of Canadian heritage. It is one of the most visited museums in the world. Nearly 1.4 million people visit a year. It has one of the most visited websites. Each year 10 million people visit the site.

Annotation:

This response provides a correct main idea ("It is one of the most visited museums in the world.") which is supported by specific and relevant details from the selection ("1.4 million people visit a year", "10 million people visit the site").

Scoring Guide for Long Writing Topic Development

Section VI Opinion Question 1

Code	Descriptor
Blank	The pages are blank with nothing written or drawn in the space provided.
Illegible	The response is illegible, or irrelevant to the prompt.
Off topic	The response is off topic.
Code 10	<p>The response is related to the prompt but does not express an opinion.</p> <p>OR</p> <p>The response expresses an opinion with no supporting details or provides details unrelated to the opinion. There is no evidence of organization.</p>
Code 20	<p>The response is related to the prompt, but only part of the response expresses and supports an opinion.</p> <p>OR</p> <p>The response is related to the prompt, and expresses and supports an opinion, but the opinion is unclear or inconsistent. There are insufficient supporting details: too few or repetitious. There is limited evidence of organization.</p>
Code 30	The response is related to the prompt and expresses a clear opinion. There are insufficient and/or vague supporting details or the connection of the details to the opinion is not always clear. There is evidence of organization, but lapses distract from the overall communication.
Code 40	The response is related to the prompt. A clear and consistent opinion is developed with sufficient supporting details, however only some are specific. The organization is mechanical and any lapses do not distract from the overall communication.
Code 50	The response is related to the prompt. A clear and consistent opinion is developed with sufficient specific supporting details. The organization is logical.
Code 60	The response is related to the assigned prompt. A clear and consistent opinion is developed with sufficient specific supporting details that are thoughtfully chosen. The organization is coherent demonstrating a thoughtful progression of ideas.

Scoring Guide for Long Writing Topic Development
Section VI Opinion Question 1

Code
10

Is it a good idea for high school students to have a part-time job?

In my opinion, the answer to the question "is it a good idea for high school students to have a part-time job" depends entirely on the point of view of the person asking it and the circumstances of the high school students, for instance

Annotation:

The response expresses an opinion (*depends entirely on the point of view...and the circumstances...*) with no supporting details. There is no evidence of organization.

Scoring Guide for Long Writing Topic Development
Section VI Opinion Question 1

Code
20

Is it a good idea for high school students to have a part-time job?

I think It is good for high school students to have a part-time job because It teaches us responsibilities at a young age, and to have self goals.

On the other hand a job in high-school may not work out as good because it would be hard to balance say if you have alot of school work, and play a sport 4-5 times a week, you may not have time would be the problem there.

Annotation:

The response is related to the prompt, and expresses and supports an opinion, but the opinion is inconsistent (yes in the first paragraph and no in the second paragraph). There are insufficient supporting details: too few.

Scoring Guide for Long Writing Topic Development
Section VI Opinion Question 1

Code
30

Is it a good idea for high school students to have a part-time job?

It is a good idea for high school students to have a part-time job. Having a job will give student working experience. They will know how having a job works and understand how to manage a job as part of their schedule.

Students would also gain experience at a job, which they could put on a resume when applying for a job. They would also have more experience so they would excell at that job.

Students would get money for working which they could save. That money would enable them to get a post-secondary education which would enable them to get a better job latter on after they finish the post secondary education.

Annotation:

The response is related to the prompt and expresses a clear opinion. There are insufficient and vague supporting details (... more experience so they would excell at that job.). There is evidence of organization but lapses occur when ideas are introduced in the first paragraph (how having a job works...manage a job...) and are not developed.

Scoring Guide for Long Writing Topic Development
Section VI Opinion Question 1

Code
40

Is it a good idea for high school students to have a part-time job?

I think that it is a good idea for students to have a part time job.

One reason is because you have money, then you don't have to ask your parents for money whenever you want to buy something you can buy it yourself.

Another reason is you don't waste time. Lets say you have no homework one day and all you do at home is waste time watching tv. so if you have a job you don't waste time.

A final reason is that it teaches you how to be responsible. If you have a job and you are not responsible you will get fired, so it teach you how to responsible.

That is why I think students should have a part-time job.

Annotation:

The response develops a clear and consistent opinion and is developed with sufficient supporting details, of which some are general (*whenever you want to buy something...teaches you how to be responsible*) and some are specific (*Lets say you have no homework...waste time watching TV*). The organization is mechanical and any lapses do not distract from the overall communication (*One reason...another reason...That is why I think...*).

Scoring Guide for Long Writing Topic Development
Section VI Opinion Question 1

Code
50

Is it a good idea for high school students to have a part-time job?

Students having a part-time job is a very interesting topic. In my opinion, I believe that it is a great idea for students to have part-time jobs for three main reasons. Firstly, it provides them with work experience that can be developed and further explored in future occupations. Secondly, it teaches students important personal skills and how to work socially with other co-workers. Lastly, I believe that it gives the students a chance to give back to their community.

First of all, working part-time jobs at an early age allows us students to develop mature skills and work experience. Going to work only when you are an adult is a disadvantage because you have to learn everything right from scratch. When you have the ability to explore different jobs as a student, I think that you can learn life-time experiences that you will need in future occupations. It is much easier to develop and explore new ideas as an employee when you are young so you can learn from your mistakes and use them to your advantage to build on these experiences. Altogether, I believe that working a part-time job as a student provides you with learning experiences everyday.

Secondly, along with experience, part-time jobs teach you important personable skills. Working as a student teaches

Scoring Guide for Long Writing Topic Development
Section VI Opinion Question 1

you skills such as responsibility, respect for co-workers, and most importantly, social skills. You can develop these skills everyday on a part-time job but what is key is that you can improve on these skills and use them as an adult. What better way is there to learn how to treat others and take care of yourself than to develop them at an early age. Also, working as a student allows you to learn how to manage your time efficiently. As a whole, it allows you to develop many skills needed for future jobs.

Finally, I think that working at a young age gives students a chance to give back to their community. People are always stressing on how us teenagers do not do enough for society and part-time jobs allows us to do this. It also allows us to provide everyday services to people. Altogether, students can get involved in their communities and give back good service to everyone.

In conclusion, I believe that giving students part-time jobs is a great idea. It gets students off the streets and into great learning experiences. It not only provides us with great skills but teaches us discipline and responsibility. It gives teenagers a chance to become personable and develop for future endeavors.

Annotation:

A clear and consistent opinion is developed with sufficient specific supporting details (each paragraph is developed with specific details and this is explained in the first paragraph). The organization is logical (*First of all...Secondly, along with experience...Finally...In conclusion*).

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Code
60

Is it a good idea for high school students to have a part-time job?

Part-time-employment for students is a highly speculated and interesting topic. I feel every student should have a part-time job in highschool. To begin with it allows students to earn a type of income. Secondly it gives students a sense of independence to be out in the work force. Finally I feel it would be a good idea to earn work experience which will better their chances of getting a decent job in the future.

As a teenager, having money at my disposal is very important and also required to have a social life. This comes into effect if I would like to go to a movie or out to dinner with a friend. Without money, in our society, we are very limited to the activities we can pursue. Furthermore, if I wish to have a certain type of clothing, my parents will only pay so much. If I wish to purchase a more expensive brand, it must come out of my pocket. Thus, in order to fit the student's needs without the parents having to pay, a part-time job is an ideal resource.

Along with the material items you receive from money, you also are being self-sufficient, which is a satisfying feeling. Having our own job helps us to feel and experience maturity and learn valuable lessons along the way. If we have a commitment to keep, if we don't want to let ourselves and our employers down, we must stay true to our work.

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Furthermore, we are not reliant on our parents for everything we would need our likes. This aspect not only teaches responsibility, but the feeling of accomplishment we get cannot be beat.

Finally, apart from a fiscal viewpoint, we are receiving valuable work experience. This will be great to put on a resume, and employers seek it. For example, two people right out of University with the same credentials and qualifications as you could be fighting for a job. If you have more work experience, you will most likely get the position. ~~Plus~~, you now know what you like about jobs, how to handle yourself and developing people skills.

Many teenagers today can definately benefit from the aspects of a job. Whether or not they enjoy the job is irrelevant fore I feel the positives they can recieve from it are infinite. I also feel more teens should soon begin to consider this as an option, not only for their immediate benefit but to assist in their future hopes.

Annotation:

A clear and consistent opinion is developed with sufficient specific supporting details that are thoughtfully chosen (*movie, out to dinner with a friend, certain type of clothing, a more expensive brand*). The organization is coherent, demonstrating a thoughtful progression of ideas in each paragraph and in written work as a whole, with each paragraph building on the preceding one.

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Code	Descriptor
Code 10	There is insufficient evidence to assess the use of conventions. OR Errors in conventions interfere with communication.
Code 20	Errors in conventions distract from communication.
Code 30	Errors in conventions do not distract from communication.
Code 40	Control of conventions is evident in written work.

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Section VI Opinion Question 1

Code
10

It is a good idea for

Annotation:

There is insufficient evidence to assess the use of the conventions (fewer than 20 words).

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Section VI Opinion Question 1

Code
20

Is it a good idea for high school students to have a part-time job?

Well i think its a good idea if kids have a part time job because its experience for kids and teaches HighSchool kids a valuable life lesson and how to earn something in life and to know you gotta work for things in life and that not everything is giving to you and that you have to work to get where you want in life so its kind of a disciplin thing to depending the way you look at it and plus its money in there Pocket teaches them the value of saving and spending money how to keep track of your finances so a part time job kinda prepares yourself for the future Plus you always learn something new from a job like how to do certain things you find out new kinds of information about anything so i do agree its a good idea to have kids have part time jobs but just as long as it doesnt get in the way of school so that you can handle both cause if you cant handle both then you shouldnt have a job.

Annotation:

Frequency and nature of errors distract from communication: e.g., lack of sentence punctuation; spelling: i, gotta, giving, disciplin; homophones: there, knew; contractions: its, doesnt, cant, shouldnt.

Scoring Guide for Long Writing Conventions
Section VI Opinion Question 1

Code
30

Is it a good idea for high school students to have a part-time job?

Jobs ~~are~~ provide good experiences to help you in the future. It is a good idea for high school students to have jobs, but there ~~are~~ is also a lot of stress that can go along with that.

Everyone at some point in their life will need a job to carry on independantly, without parents. Getting a job early in life can prepare you for jobs in the future. Jobs can help students exercise responsibility, organization and planning, as well as team skills. Many of these qualities you can also learn from school, but to get outside of that comfort zone can be good to try new things. In a part time job you may be required to work with others or help customers allowing you to develop people skills. When you have a job you have to organize your days differently in order to fit in everything that needs to get done, which is a skill you will need in the future so your life will flow smoothly. And finally it is a student's responsibility to be at work on time and keeping up a good reputation ~~with~~ is good practice that is also a good quality. All of these items is why I think it is a great idea for high school students to have a part-time job.

As well as having good qualities develop while getting the job experience, it can be quite stressful and busy, and ~~and~~ if you don't like your job,

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Section VI Opinion Question 1

that might trigger an unhappy life. When students are overloaded with school, projects and extra-curricular activities like sports, a part-time job may not be the best idea. When you have too many things to do you can become stressed. Some students get jobs, but then don't actually like what they are doing. If this happens it can cause them to be unhappy with other things, simply because they are not enjoying all parts in life. These are some of the negative factors you should consider before suggest a student get a job.

All of these things have to be considered and a lot of thought should happen before applying for a job. There are more positive outcomes than negative if a student choose to get a part-time job, especially if you need a bit of cash. Jobs can be fun, but make sure it does not control your life if you are just a student, passing high would be the highest priority, so make decisions wisely.

Annotation:

Errors in conventions (e.g. high'school, independantly, responsibility, developpe, you days) do not distract from communication; reader easily follows train of thought.

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Section VI Opinion Question 1

Code
40

Is it a good idea for high school students to have a part-time job?

In my opinion, it is an excellent idea for high school students to have a part-time job. Today's youth is becoming increasingly less motivated and hard-working and so I believe that having a part-time job could reap incredible benefits for the students. These benefits would include teaching the value of a dollar, increasing the sense of responsibility and commitment, as well as ^{improving} time management skills.

Even as a student I am aware that my generation is extremely sheltered. I believe that some protection is necessary, but I also know that in order to be the best that one can be, one must experience the reality that is the working world. I believe that having a part-time job has taught me the true value of a dollar: that I must work hard to earn money and that that earned money should not be spent lightly. Compared to my peers without a part-time job, my spending habits are much more controlled and my sense of worth is not solely based on my possessions.

Secondly, at work I am one of the younger staff members and therefore I must act very mature and be committed to what I am doing.

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As a gymnastics coach, I am put into a role of authority, as well as a nurturing role model. This role has no room ^{for me} to be irresponsible and so this job has taught me to look out for others and be responsible. This is yet another benefit that I have experienced.

Lastly, as an involved member of my community, and various other activities, I have had to manage my time very wisely. Having a job decreases time for homework which may seem like a disadvantage at first but I would argue that by decreasing homework time, one cannot afford to procrastinate. One becomes very hardworking and disciplined, and can carry over these skills into virtually everything they do.

In conclusion, I do believe that having a part-time job is beneficial to the complete development of high school students. However, everything must be in moderation, and appropriate to the level and age of the student.

Annotation:

Control of conventions is evident in written work: evidence of control of commas for words in introductory phrases and apposition; colon (e.g., *value of a dollar: that I must work...*). The incorrect spelling (e.g., *commitment*) does not require re-reading or undermine overall control of conventions in the written work.

Scoring Guide for Reading Open-Response

Section IX Dialogue - Question 6

Q6: What do Pamela’s words and actions reveal about her character? Use specific details from the selection to support your answer.

Code	Descriptor
Blank	<u>Blank</u> : nothing written or drawn in the lined space provided.
Illegible	An <u>illegible</u> response cannot be read. An <u>inappropriate</u> response comments on the task.
Off topic/ Incorrect	A typical <u>off-topic</u> and <u>incorrect</u> response <ul style="list-style-type: none"> provides an <u>incorrect answer</u> based on a misunderstanding of <ul style="list-style-type: none"> the question (e.g., retells the reading selection) OR <ul style="list-style-type: none"> the reading selection restates the question provides an explanation <u>not consistent with the reading selection</u> comments on the <u>topic</u> of the reading selection.
Code 10	Response identifies one or more traits/characteristics/qualities <ul style="list-style-type: none"> with <u>no explanation</u> from the selection (e.g., she likes to complain) OR <ul style="list-style-type: none"> with an <u>irrelevant explanation</u> based on the selection.
Code 20	Response identifies one or more traits/characteristics/qualities of Pamela, and uses <u>vague support</u> from the selection to explain how it is/they are demonstrated. The response usually requires the reader to make the connection between the support provided and what it is intended to prove.
Code 30	Response identifies one or more traits/characteristics/qualities of Pamela and uses <u>specific and relevant support</u> from the reading selection to <u>clearly explain</u> how it is/they are demonstrated.

Scoring Guide for Reading Open-Response
Section IX Dialogue - Question 6

Code
10

What do Pamela's words and actions reveal about her character? Use specific details from the selection to support your answer.

Pamela's words and actions reveals that
she likes to complain and fight with
her brother.

Annotation:

This response provides two characteristics of Pamela ("*she likes to complain and fight with her brother*") with no explanation from the reading selection.

Scoring Guide for Reading Open-Response
Section IX Dialogue - Question 6

Code
20

- 6 What do Pamela's words and actions reveal about her character? Use specific details from the selection to support your answer.

Pamela's words and actions^{that} reveal about her character is that she likes to ~~desig~~ design things and then show it of to people example a fashion show at her school. It also seems that she likes creating dresses and putting all the pieces together herself on the dress.

Annotation:

This response identifies a characteristic of Pamela ("*designe things and then show it of to people*") but uses vague support from the selection to explain how this trait is demonstrated ("*example a fashion show*"). The reader must connect Pamela's participation in the school fashion show with her liking to design and show off.

Scoring Guide for Reading Open-Response
Section IX Dialogue - Question 6

Code
30

What do Pamela's words and actions reveal about her character? Use specific details from the selection to support your answer.

Pamela's words and actions reveal that she is a procrastinator and leaves everything to the last minute. This is the case because she is still ~~sewing~~ working on her dress despite the fact that the fashion show is ~~only~~ only a few minutes away. ~~On~~ Also, on paragraph 3, her brother says that she leaves everything to the last minute.

Annotation:

This response identifies a trait of Pamela ("she is a procrastinator and leaves everything to the last minute") supported by specific and relevant details from the selection ("she is still working on her dress despite the fact that the fashion show is only a few minutes away. Also, on paragraph 3, her brother says that she leaves everything to the last minute.").

Scoring Guide for Reading Open-Response

Section IX Dialogue - Question 7

Q7: Provide a title for this selection. Explain why your title is appropriate by using specific details from the selection and your own ideas to support your answer.

Code	Descriptor
Blank	<u>Blank</u> : nothing written or drawn in the lined space provided.
Illegible	An <u>illegible</u> response cannot be read. An <u>inappropriate</u> response comments on the task (e.g., I don't know.).
Off topic/ Incorrect	A typical <u>off-topic</u> and <u>incorrect</u> response <ul style="list-style-type: none"> provides an <u>incorrect answer</u> based on a misunderstanding of <ul style="list-style-type: none"> the question OR <ul style="list-style-type: none"> the reading selection <u>restates the question</u> provides an explanation <u>not consistent with the reading selection</u> <u>comments on the topic</u> of the reading selection.
Code 10	The response provides a title, but <ul style="list-style-type: none"> does not use support to explain why it is appropriate (e.g., The Fashion Show) OR <ul style="list-style-type: none"> the explanation is based on <u>irrelevant support</u> based from the selection.
Code 20	The response provides a title and uses <u>vague support</u> to explain why it is appropriate. The response usually requires the reader to make the connection between the explanation and what it is intended to support.
Code 30	Response provides a title and uses <u>specific and relevant support</u> to <u>clearly explain</u> why it is appropriate.

Scoring Guide for Reading Open-Response
Section IX Dialogue - Question 7

Code
10

Provide a title for this selection. Explain why your title is appropriate by using specific details from the selection and your own ideas to support your answer.

The title of this story should be "Pamela goes ⁱⁿ ~~to~~ the fashion show".

Annotation:

This response provides a title ("*Pamela goes in the fashion show*") but does not use support to explain why it is appropriate.

Scoring Guide for Reading Open-Response
Section IX Dialogue - Question 7

Code
20

Provide a title for this selection. Explain why your title is appropriate by using specific details from the selection and your own ideas to support your answer.

The title I would choose for this selection would be Pamela's problems, because she was the only one with a problem that showed in the story, to the reader, that's why I would choose Pamela's problem as my title for the story.

Annotation:

This response provides a title ("*Pamela's problem's*") and provides vague support to explain why it is appropriate.

Scoring Guide for Reading Open-Response
Section IX Dialogue - Question 7

Code
30

Provide a title for this selection. Explain why your title is appropriate by using specific details from the selection and your own ideas to support your answer.

An appropriate title for this selection would be "Stuck with Buttons". It acts as a pun. Pamela is having trouble sewing buttons so she is stuck with buttons with no progress and soon James is also stuck with buttons because he accidentally sew one of Pamela's buttons to his own shirt.

Annotation:

This response provides a title ("*Stuck with Buttons*"). The explanation uses specific and relevant details from the selection to explain why it is appropriate ("*having trouble sewing buttons so she is stuck...with no progress*" and "*James is also stuck...because he accidentally sew ... buttons to his own shirt*").

Scoring Guide for Short Writing Topic Development

Section X Short Writing

Writing Prompt: What is an effective way advertisers persuade teenagers to buy a product?
Explain why this method is effective.

Code	Descriptor
Blank	<u>Blank</u> : nothing written or drawn in the lined space provided
Illegible	An <u>illegible</u> response cannot be read. An <u>inappropriate</u> response comments on the task (e.g., I don't know)
Off topic	A typical <u>off-topic</u> response <ul style="list-style-type: none"> • <u>does not identify</u> a way that advertisers persuade teenagers OR <ul style="list-style-type: none"> • <u>is not specific</u> to the question OR <ul style="list-style-type: none"> • <u>comments on the topic</u> of the question.
Code 10	Response identifies at least one way that advertisers persuade teenagers to buy a product, but <ul style="list-style-type: none"> • <u>does not provide an explanation</u> as to why this method is effective (e.g., list of ways) OR <ul style="list-style-type: none"> • the explanation is <u>irrelevant</u>.
Code 20	Response identifies at least one way that advertisers persuade teenagers to buy a product, but provides a <u>vague</u> explanation as to why this method is effective. The response usually requires the reader to make the connection between the main idea and the support.
Code 30	Response identifies at least one way that advertisers persuade teenagers to buy a product and <u>clearly explains</u> why this method is effective by providing one or more <u>specific and relevant details</u> as support.

Scoring Guide for Short Writing Topic Development
Section X Short Writing

Code
10

What is an effective way advertisers persuade teenagers to buy a product? Explain why this method is effective.

key put it on tv and make it sound cooler than it is

Annotation:

This response identifies a way that advertisers persuade teenagers to buy their products ("*put it on tv and make it sound cooler than it is*"). It does not provide an explanation about why either of these methods is effective.

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Section X Short Writing

Code
20

What is an effective way advertisers persuade teenagers to buy a product? Explain why this method is effective.

One thing that advertisers do is make a famous person use or just say its a good product because when kids see that they think that if they are using it then it has to be a good product.

Annotation:

This response identifies a way advertisers persuade teenagers (*"make a famous person use or Just say its a good product"*). The explanation as to why this method is effective is vague (*"when kids see that they think that if they are using it then it has to be a good product"*).

Scoring Guide for Short Writing Topic Development
Section X Short Writing

Code
30

What is an effective way advertisers persuade teenagers to buy a product? Explain why this method is effective.

Advertisers persuade teenagers to buy a product by showing them someone they can relate to or a popular celebrity using the product. For example if you see Arnold Schwarzenegger using a certain protein shake as his diet teens will think of how Arnold was big in the past and present. This can certainly persuade teens to buy the protein shake.

Annotation:

This response identifies a way advertisers persuade teenagers ("by showing them someone they can relate to or a popular celebrity using the product").

The explanation uses specific and relevant details ("if you see Arnold Schwarzenegger using a certain protein shake") and explains why the method is effective ("teens will think of how Arnold was big... This can certainly persuade teens to buy the protein shake").

Scoring Guide for Short Writing Conventions

Section X Short Writing

Writing Prompt: What is an effective way advertisers persuade teenagers to buy a product?
Explain why this method is effective.

Code	Use of Conventions
Code 10	<ul style="list-style-type: none">errors in conventions distract from communication
Code 20	<ul style="list-style-type: none">errors in conventions do not distract from communication

Scoring Guide for Short Writing Conventions
Section X Short Writing

Code
10

What is an effective way advertisers persuade teenagers to buy a product? Explain why this method is effective.

The method is effective because the teenagers to buy a product sometime is just waste of money for me, is something is important to buy and I would buy otherwise no I would just waste my money.

Annotation:

Errors in sentence structure, usage and spelling distract from clear communication.

Scoring Guide for Short Writing Conventions
Section X Short Writing

Code
20

What is an effective way advertisers persuade teenagers to buy a product? Explain why this method is effective.

Advertisers have a very sneaky but effective to quickly get into the heads of teens. One way they advertise a product is maybe by having a celebrity as a spokes person or have a celebrity hold, wear, show off the new product. This is a great influence that teens surely follow.

Annotation:

A missing word in the first sentence and spelling errors (“celeberty”, “spokes person”) do not distract from communication.